

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	St Mary's Catholic Primary School
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Governing Body
Pupil premium lead	Robina Maher
Governor / Trustee lead	Michelle Phooko

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,290
Recovery premium funding allocation this academic year	£9,003
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£1,313,256

# Part A: Pupil premium strategy plan

## Statement of intent

As a school in receipt of Pupil Premium funding, we are accountable for how we are using this additional resource to narrow the achievement gaps and raise the attainment of our disadvantaged pupils.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money. Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

At St Marys, our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

In conjunction to high-quality teaching, we aim to diminish the gaps in attainment through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

- Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Reading – fluency, vocabulary knowledge and comprehension strategies as many of our families had limited access to books during lockdown and there was poor parental engagement in reading which means many children have not been read to by parents.
2	Writing – good quality writing (including handwriting, fluency and grammar), spelling and knowledge of a range of genres, writing structures and stories are lacking. There were limited opportunities in lockdown for pupils to write extended pieces of writing.
3	Communication and Language – our assessments show that a large proportion of pupils enter school with extremely low levels of oral language. Pupils also require support with focus and attention, alongside the development of their speech and language skills as many of our pupils have lacked opportunities to interact with others throughout periods of lockdown.
4	Maths – mathematical basic skills, confidence and fluency. Challenges of interpreting mathematical problems and applications of skill.
5	Unsupported learning habits - some pupils had difficulty accessing a laptop, had a lack of resources, e.g. materials, paper/pencils. The children may not have had adequate support for learning or difficulties in finding space and a place to complete work.
6	Attendance and punctuality issues.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Reading Improved reading progress among disadvantaged pupils.	Achieve national average progress scores in Reading
Writing Improved progress in writing - breadth and quality	Achieve national average progress scores in Writing
Communication and Language Improved oral language skills and vocabulary among disadvantaged pupils.	Pupils will be able to articulate their learning in class discussions and improved results in Sp& L assessments
Maths Improved progress in maths for disadvantaged pupils.	Achieve national average progress scores in Maths
Attendance To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Ensure attendance of disadvantaged pupils is above 95%
Improved self-confidence and self esteem	Reduced SEMH referrals to ELSA and play therapist

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions for targeted pupils led by teachers with a focus on reading comprehension for children in Years 3 to 6 weekly. £14,000</p> <p>Interventions for lowest 20% of readers in each year group. £7,000</p> <p>SLT to attend training led by Alex Quigley, 'Closing the Reading Gap' £1,500</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p> <p><a href="#">Reading Comprehension Strategies   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1
<p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. SATS CGP testing materials for both Y2 and Y6 - £1,000</p> <p>PM benchmarking resources and training- £3,000</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1,2,4
<p>Embedding dialogic activities across the school curriculum. These can support</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	3

<p>pupils to articulate key ideas, consolidate understanding and extend vocabulary. £3,000</p> <p>John Samuels (external consultant) will lead regular staff training to develop staff pedagogy to support oral language, metacognition and behaviour for learning – £3,000</p>	<p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Read Write Inc – resources and staff training £2,500</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>White Rose Hub resources - £1,000</p> <p>HT to work with targeted Y6 pupils in maths 4 times a week £15,000</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	4
<p>Improve the quality of social and emotional (SEL) learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,</p>	1,2,3,4

SEL approaches will be taught through Ten Ten scheme of learning and supported by professional development and training for staff. Ten Ten scheme of learning and training - £2,000	attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	
Talk Boost training for targeted staff so interventions can be implemented effectively £5,000	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	3

## Targeted academic support

Budgeted cost: £39,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions for pupils in R, Y1 and Y2 targeted at disadvantaged pupils who require further phonics support £7,000	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2
Implement the Spelling frame programme for all pupils Y1 to Y6 to improve their literacy skills £2,500	Individualised programmes that target specific needs and knowledge gaps can be an effective method of ensuring progress for pupils: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1,2
Speech and Language Therapy (SALT) support ½ day a fortnight.	Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken	1,3

<p>SALT to assess pupils and work with SENCO, support staff, teachers and parents for small group interventions</p> <p>£7,000</p>	<p>language and verbal interaction in the classroom.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>ELSA support for those children identified as lacking in self-esteem/confidence</p> <p>£3,000</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	7
<p>School Led Tutoring for reading in Y3 to Y6 – led by experienced class teachers</p> <p>£14,000</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Use of INSPIRE to support children who are finding reading and comprehension difficult – individual and small group sessions</p> <p>£6,000</p>	<p>Individualised programmes that target specific needs and knowledge gaps can be an effective method of ensuring progress for pupils:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Play therapist supports children who are having difficulty accessing learning through emotional issues</p> <p>£12,000</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="http://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>3,5</p>
<p>Emotional Literacy Support Assistant (ELSA)</p> <p>Individual and small group sessions dealing with themes such as bereavement, low self-esteem and friendship group problems</p> <p>£3,000</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="http://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>3</p>
<p>To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations.</p> <p>£2,000</p>	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <p>The higher the overall absence rate across Key Stage 2, the lower the likely level of attainment at the end of KS2</p> <p>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions.</p>	<p>6</p>
<p>To support disadvantaged pupils to ensure they have access to the school uniform.</p> <p>£2,000</p>	<p>School uniform is the clothing that pupils are required to wear at school. Uniforms differ from the very formal and detailed (such as requiring blazers and specifying other items of clothing) to more informal and brief (such as involving just a school sweatshirt). Schools vary as to how strictly a uniform policy is enforced and whether it includes other aspects of pupils' appearance.</p>	<p>5,6</p>

<p>Cultural capital experiences promoted in the curriculum. Essential experiences built into curriculum £4,000</p>	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extracurricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p>	<p>2,3</p>
<p>Rainbows bereavement training for two staff members so children who have suffered through loss in Covid can be supported £5,000</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>3</p>

**Total budgeted cost: £124,500**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, statutory performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Our outcomes detailed in our previous strategy have not been fully realised.

In addition, performance measures were not published for 2019 to 2020. Statutory assessments across the Key Stages were not conducted as a result of the COVID-19 pandemic lockdowns.

Teaching, alongside targeted support continued through lockdown. Teachers planned and delivered pre-recorded and live lessons to the whole class and teachers and support staff worked in smaller groups online to provide extra support. These included many of our disadvantaged learners.

All pupils were assessed daily (AfL) and disadvantaged learners were identified as not submitting as much work as the rest of the school population. The Headteacher ensured that all children had access to the required technology; devices were received from the LA and many of the school's bank was loaned out to children in need.

Disadvantaged families were offered places in Key Worker Bubbles. Some disadvantaged pupils took up this offer.

Families were able to access free school meals and vouchers throughout the academic year. We organised a school food bank to ensure all disadvantaged families had enough food for the week. Teachers kept in regular contact with all learners via Microsoft Teams to ensure pupils were safe and the HT tapped into these sessions each week as well.

Pupils who preferred work to be on paper would be delivered a weekly pack. However, they still had access to online learning and quality first teaching. Parents could contact teachers via email if there were any concerns about their child's progress or learning.

Moving forward, it is clear from teacher assessments that reading needs to be a focus in order to narrow the gap. The use of assessment upon return to school after lockdowns and regular assessments thereafter identified pupils for Interventions.

**Externally provided programmes** – No non-DfE programmes purchased this year.

## Further information (optional)

The majority of pupils accessed online learning in last year's lockdown and live lessons were taught using Microsoft Teams. A large number of laptops were secured for pupils – and were either given or lent to them.

Parent feedback of our provision during lockdown was extremely positive.

Our internal assessments during (2020/21) suggested that the performance of disadvantaged pupils was lower than in the years in reading, writing and maths. With various lockdowns and bubble closures, it was apparent that learners would struggle (in particular disadvantaged children) with making the desired levels of progress/attainment. Support in lessons and from the start of autumn 2021 is needed for these disadvantaged learners to catch up with their peers and these were put in place.